

JOB DESCRIPTION

Lumina Registrar



HARROW
SCHOOL

DEPARTMENT	Shaftesbury Enterprise
REPORTS TO	Director of Lumina
WORKING PATTERN	Full time term time (state school term 39 weeks per year)
ISSUE/REVISION DATE	February 2026

BACKGROUND

Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, who come from all over Britain and across the world, live in the School's 12 boarding Houses, and there are about 120 academic staff and over 500 support staff. All members of staff work to a single, uniting purpose: to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

Shaftesbury Enterprise is the principal vehicle for Harrow School's charitable and community engagement, driving positive social change through meaningful collaboration and partnership with schools, local authorities and charities across the borough of Harrow and beyond. It embodies the School's long-standing commitment to improving educational outcomes and life opportunities for young people in our wider community. Shaftesbury Enterprise's vision is to enable every young person, irrespective of background, to thrive and achieve their full potential, find fulfilment, and progress to successful adult lives that allow them to contribute positively to society.

Shaftesbury Enterprise is achieving its vision by focusing on three key objectives:

- Widening access, through bursaries, exemplary pastoral support and opportunities in a boarding environment, for boys of a broad range of abilities and backgrounds who would thrive at Harrow School but for whom the fees are prohibitive.
- Improving educational attainment by providing appropriate academic intervention at primary and secondary school level.
- Improving life outcomes through offering diverse extra-curricular opportunities and suitable interventions to support mental and physical wellbeing, and supporting individuals to access university or employment, with a focus on young people who would have limited access to such provision

One of the flagship programmes for Shaftesbury Enterprise is the Lumina Programme. Launched at Harrow School at the height of the Covid-19 pandemic, Lumina is a national, collaborative programme bringing together teachers from leading independent and state schools to deliver one-to-one online tutoring and mentoring for care-experienced young people. This work addresses one of the most pressing educational and social challenges in the UK today. National statistics are stark:

- Fewer than 10% of children in care achieve a Grade 5 or above in English and Maths.
- Only 13-15% go on to university.
- Care-experienced young people are over-represented in homelessness, unemployment and the youth justice system.

These realities underscore the urgent need for meaningful, targeted intervention. Lumina seeks to meet this need by connecting committed educators with young people who have faced significant adversity, to unlock academic potential, build confidence and create life-changing pathways.

Lumina Tutoring provides online, subject-specific, one-to-one tutorial sessions for children and young people who are looked after (CLA), also known as children in care. It provides an effective, efficient way to meet an urgent need to improve the educational attainment for CLA, a group already at significant educational disadvantage.

Now in its fifth year, Lumina Tutoring has evolved to a growing, thriving collaboration of like-minded institutions that is working together in partnership to deliver significantly improved educational outcomes for CLA enabling them to fulfil their potential.

The Lumina platform is fully resourced by Harrow School and provides comprehensive administrative support for participating schools.

THE ROLE

The role provides comprehensive administrative support to enable the effective and sustainable growth of the Lumina Programme. It involves coordinating delivery, communications and relationships across a wide range of stakeholders, including local authorities, teachers, foster carers and pupils, to ensure the programme's objectives are met.

The post-holder will support the delivery of a national programme working with highly vulnerable young people and will be expected to operate with consistently high standards of professionalism, discretion, safeguarding compliance and relationship management.

KEY RESPONSIBILITIES AND DUTIES

This job description reflects the core administrative and operational activities of the role and is subject to change as the Lumina Programme continues to develop. The post-holder will report to the Director of Lumina and will provide structured, reliable administrative support to enable the effective delivery, coordination and sustainable growth of the programme.

The School expects the post-holder to adopt a flexible and proactive approach to their work, responding to operational needs as they arise. The post-holder will also be expected to undertake other duties within the scope of the role as required by the Director of Lumina or line manager, including supporting the wider work of Shaftesbury Enterprise where appropriate.

Administrative coordination across Lumina programmes

- Provide coordinated administrative support across all Lumina programme strands, including one-to-one tutoring, GCSE revision courses and in-person enrichment activities.
- Maintain an overview delivery calendar across Lumina programmes to support forward planning, avoid clashes, and ensure appropriate administrative, safeguarding and logistical arrangements are in place.
- Support the Director of Lumina by maintaining accurate records and consistent communications across programme strands.

Lumina tutoring programme administration

- Deliver tutor onboarding, including tracking safeguarding checks, training completion, platform access and readiness to tutor, in line with agreed procedures.
- Act as the central administrative point of contact for the Lumina tutoring programme, maintaining regular communication with local authorities, tutors, carers and pupils.
- Maintain regular contact with local authorities to ensure referral forms and associated documentation are submitted in a timely manner, enabling efficient pairing of tutors and pupils.
- Manage and maintain the Lumina teacher bank, ensuring records are accurate, up to date and compliant with safeguarding and GDPR requirements.
- Proactively support the pairing of tutors and tutees in consultation with local authorities and carers, ensuring appropriate documentation and communication are in place.
- Send weekly lesson reminders to tutors and carers and follow up promptly on non-attendance, liaising with local authorities and carers within 24 hours where sessions are missed.
- Provide administrative and logistical support to tutors, including rescheduling sessions and offering guidance on the use of the online tutoring platform.
- Maintain accurate weekly registers of tuition sessions delivered and provide regular attendance and engagement updates to local authorities.
- Support safeguarding and quality assurance processes by coordinating session monitoring in line with policy, maintaining accurate and auditable records.

- Act as an administrative liaison between tutors and local authorities when issues arise, escalating concerns to the Director of Lumina or Designated Safeguarding Lead as appropriate.
- Provide administrative support to the Director of Lumina in the organisation and delivery of GCSE English and Maths revision and retake courses.

In-person programmes and enrichment activities

- Provide administrative and logistical support for in-person Lumina activities, including being present for GCSE revision courses, regular enrichment sessions and events.
- Coordinate consent processes, attendance registers, room bookings, catering, equipment and post-event follow-up, in line with safeguarding requirements.
- Support the organisation of Lumina graduation events and other programme-related meetings and activities.

Data, impact and evidence administration

- Support the systematic collection, organisation and maintenance of quantitative and qualitative impact data across Lumina programmes, including attendance, engagement, academic progress and feedback.
- Maintain accurate records of student participation and progression across multiple Lumina touchpoints.
- Support the Director of Lumina by collating data, feedback and case study material required for impact reporting to partners, funders, governors and other stakeholders.
- Maintain a secure and organised archive of approved feedback, testimonials and impact narratives, ensuring appropriate consent and safeguarding considerations are met.

Communication and stakeholder administration

- Support clear, timely and professional communication with local authorities, schools, tutors and partners, treating all information with discretion and confidentiality.
- Maintain accurate and up-to-date contact records for Lumina pupils, carers, social workers, tutors and partner organisations.
- Support the preparation and dissemination of routine updates, reports and communications as directed by the Director of Lumina.
- Welcome and support visitors to Lumina-related activities, promoting a positive and professional image of the School and programme.

Safeguarding, compliance and record-keeping

- Support the administration of safeguarding processes in line with School policy, including maintaining records of training, declarations, monitoring and audits.
- Ensure that safeguarding, partnership and consent documentation is issued, stored and reviewed in line with agreed procedures.
- Report any safeguarding concerns promptly to the Director of Lumina and support with follow up with the School's Designated Safeguarding Lead in accordance with policy.

Harrow School is committed to promoting and safeguarding the welfare of children and young people and expects all staff and volunteers to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times.

In the event of a successful application, candidates will be required to undergo child protection screening appropriate to the post, including, but not limited to, reference checks with past employers, an Enhanced Disclosure and Barring Service check (including Children's Barred List information) and prohibition checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions and cautions, reprimands and final warnings (including those which would normally be considered as "spent" under the Act) must be declared, subject to the DBS filtering rules. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the Harrow School. Please refer to the School's Recruitment, Selection and Disclosure Policy for more details.

QUALIFICATIONS, SKILLS AND ATTRIBUTES

Post-holders/candidates will be expected to demonstrate the following:

QUALIFICATIONS, EDUCATION AND TRAINING

ESSENTIAL

- A good general education

DESIRABLE

- Education to degree level in any subject
- Relevant training in safeguarding, data protection or administrative systems (or a willingness to undertake such training once in post).

KNOWLEDGE AND EXPERIENCE

ESSENTIAL

- Demonstrable experience in a role involving a high level of administrative responsibility, requiring accuracy, organisation and attention to detail.
- Experience of supporting complex processes or programmes involving multiple stakeholders.
- Demonstrable experience of stakeholder liaison, particularly with external organisations such as local authorities and partner agencies.
- Experience of working within an educational, youth, or child-facing setting, with an understanding of professional boundaries and safeguarding requirements.

DESIRABLE

- Experience of supporting programmes working with vulnerable children or young people.
- Experience of maintaining administrative systems to support compliance, safeguarding or quality assurance.
- Experience of supporting the delivery of events or activities, including managing logistics and records.

SKILLS AND ABILITIES

ESSENTIAL

- High level of proficiency in IT applications including Word, Excel, PowerPoint and Outlook, with the ability to manage shared documents and records accurately.
- Excellent organisational and administrative skills, with the ability to manage detailed processes across multiple strands of activity.
- Strong written and verbal communication skills, with the ability to communicate clearly, professionally and sensitively with a wide range of stakeholders.
- A professional and confident telephone manner.
- Ability to work calmly and effectively under pressure, responding appropriately to changing priorities.
- Strong judgement and common sense, particularly when handling sensitive or confidential information.
- Ability to work to deadlines and manage competing priorities, while maintaining accuracy and attention to detail.
- Ability to work both independently and as part of a team, following direction and escalating issues appropriately.
- Confidence in maintaining accurate records and handling personal data in line with GDPR and safeguarding requirements.

DESIRABLE

- Familiarity with databases
- Confidence in supporting online platforms or digital tools used for programme delivery.
- Experience of collating data or information for reporting purposes.

PERSONAL ATTRIBUTES

ESSENTIAL

- A calm, professional and approachable manner, with strong interpersonal skills.
- An empathetic and respectful approach when working with children, carers, teachers and professionals, balanced with appropriate boundaries.
- High levels of discretion, integrity and reliability, particularly when handling sensitive information.
- A proactive and flexible approach to work, with a willingness to adapt to the evolving needs of the programme.
- Resilience and emotional maturity, with an understanding of the complexities faced by care-experienced young people.
- Conscientious, methodical and takes pride in producing accurate, high-quality work.
- A supportive and collaborative team member who understands the importance of their role in enabling others to work effectively.

OTHER REQUIREMENTS

ESSENTIAL

- Flexibility to start late and work until 19.00 when online lessons are taking place and on occasional Saturdays to support special learning programmes

SCHOOL VALUES AND BEHAVIOURS

All staff are expected to conduct themselves in line with the School's values which are: **Courage, Honour, Humility and Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
We are open to new ideas, and seek fresh challenges.

HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.